

**Year 3 Topic: The Stone Age****Term: Spring 1****Topic Length: 7 weeks**

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>									
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
<b>Learning Behaviours</b>			<b>Disciplinary Knowledge</b>			<b>Substantive Knowledge</b>					
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge					
<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>
	<b>Topic Purpose</b>	To explore the differences between the Stone Age into the Iron Age and to discover all about fossils, rocks and soils.									
		Hook: trip to Kent's Cavern					Outcome: Class assembly for a presentation to parents				
	<b>Main Subjects</b>	History					Science				
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>I can place the time studied on a timeline</li> <li>I can sequence events</li> <li>I can use dates related to the passing of time</li> <li>I can use a range of sources and observe small details in artefacts</li> <li>I can find out about everyday lives of people in time studied and compare with our life today</li> <li>I can ask and answer questions</li> <li>I can look at representations of the period in a museum</li> </ul>					<ul style="list-style-type: none"> <li>I can compare and contrast different types of rock</li> <li>I can explore how fossils are created</li> <li>To discuss how and where fossils are formed</li> <li>I can apply my knowledge</li> <li>I can explore soil structure and composition</li> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> </ul>				
<b>Our Overarching Themes</b>	Relationships	Mastery	Community	Vocabulary/Oracy	Being Healthy/ Active	Equity of Education	Developing Learning Behaviours	Fluency			

## Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Computing	<b>Stop-frame Animation Unit</b> <ul style="list-style-type: none"> <li>•Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
PE	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>•Pupils should use running, jumping, in isolation and in combination for example skipping.</li> <li>•Pupils should develop flexibility, strength, technique, control and balance</li> </ul> <b>Football</b> <ul style="list-style-type: none"> <li>•Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>
MFL	<b>Colours</b> <ul style="list-style-type: none"> <li>•Say and respond to 8 colours:</li> <li>•Use <i>je suis</i> with a colour.</li> <li>•Give a simple opinion <i>j'adore</i> or <i>je déteste</i> about a colour.</li> <li>•Use <i>le</i> with a colour when giving an opinion about it. All can understand, write and say a sentence describing the colour of an animal using the correct word order.</li> </ul>
PSHE	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>•Understand that there are challenges, and the best ways to achieve them</li> <li>•Identify ambitions and goals.</li> </ul> Evaluate own learning process and how they can be bettered in the future.
RE	<b>How do festivals and worship show what matters to a Muslim?</b> <ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>•Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> </ul>
Outdoor Learning	<b>Science Year 3 Outdoor Learning - Rocks</b> <ul style="list-style-type: none"> <li>• Observe and compare rocks and create basic tools using knots</li> <li>•Observation of soil in the outdoors</li> <li>•Creation of fossils</li> </ul>

## Key Objective Progression

<b>Prior Knowledge</b>	<b>Year 3 – The Stone Age - Key Objective</b>	<b>Future Learning</b>
<b>Year 1 Discovery</b> - events beyond living memory that are significant nationally or globally	<b>History</b> - I can place the time studied on a timeline	<b>Year 4 Romans</b> - Place events from period studied on a time line
<b>Year 1 Discovery</b> - significant historical events, people and places in their own locality	<b>History</b> - I can sequence events	<b>Year 4 Romans</b> - Place events from period studied on a time line
<b>Year 2 Health Heroes</b> - Events beyond living memory <b>Year 2 – Ready Steady Go!</b> - To identify changes in the history of transport over time.	<b>History</b> - I can use dates related to the passing of time	<b>Year 4 Romans</b> - Use terms related to the period and begin to date events - Understand more complex terms e.g. BCE/AD
<b>KS1</b> - understand some of the ways in which we find out about the past and identify different ways in which it is represented	<b>History</b> - I can use a range of sources and observe small details in artefacts	<b>Year 4 Romans</b> Use evidence to reconstruct life in time studied Begin to evaluate the usefulness of different sources Use evidence to build up a picture of a past event
<b>Year 1 Discovery</b> - significant historical events, people and places in their own locality	<b>History</b> - I can find out about everyday lives of people in time studied and compare with our life today	<b>Year 4 – Ancient Greeks</b> - Develop a broad understanding of ancient civilisations <b>Year 5 The Children of WW2</b> - Consider what life was like for children in the past.
<b>KS1</b> - use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	<b>History</b> - I can ask and answer questions	<b>Year 5 The Children of WW2</b> - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Ask and answer historical questions about change, cause, significance and similarity and difference.
<b>Year 2 Fire, Fire!</b> - To identify changes in building materials over time. To understand why changes have taken place resulting from knowledge gained over history.	<b>History</b> - I can look at representations of the period in a museum	<b>Year 5 The Children of WW2</b> - Collect information from a range of sources and draw conclusions.



<p><b><u>Year 2 - Everyday materials</u></b> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p><b><u>Science</u></b> - I can compare and contrast different types of rock</p>	<p><b><u>Year 4 States of Matter (Arctic) –</u></b> Compare and group materials together, according to whether they are solids, liquids or gases. <b><u>Year 4 Living Things (Rainforest) –</u></b> Recognise that living things can be grouped in a variety of ways.</p>
<p><b><u>Year 2 Plants</u></b> -Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p><b><u>Science</u></b> - To discuss how and where fossils are formed</p>	<p><b><u>Year 6 Evolution and Inheritance (Evolution topic)-</u></b> recognise that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago.</p>
<p><b><u>Year 2 Plants</u></b> - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b><u>Science</u></b> - I can explore soil structure and composition</p>	
<p><b><u>Year 2 Animals including humans</u></b> - asking questions about what things animals need for survival and what humans need to stay healthy</p>	<p><b><u>Science</u></b> - I can ask relevant questions and use different types of scientific enquiries to answer them</p>	<p><b><u>Year 6 Forces</u></b> - Asking relevant questions and using different types of scientific enquiries to answer them.</p>